



STRATEGIES BASED ON CHILD DEVELOPMENTAL STAGES TO PREVENT CHILD SEXUAL ABUSE

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Abstract

Purpose: Cases of child sexual abuse are becoming a serious social problem in Indonesia. The rising number of child sexual abuse cases from year to years are reported in various related institutions. It makes worried to the all of community because they can not keep an eye on their children for 24 hours.

Methodology: The design of this study is qualitative research with literature review and theoretical review in which will looking for the right strategies for preventing child sexual abuse base on child developmental stage theory.

Results: The results of research show that the place of child sexual abuse occurs not only in quiet places, even at home, as well as in the school where the child is studying. The gap between the child's knowledge of how to protect themselves from the threat of sexual abuse has led to the need to establish a program of preventing child sexual abuse and needs the right strategy for preventing child sexual abuse based on their developmental stages, so the cases of sexual abuse in children can be minimized.

Implication: One effective strategy to minimize cases of child sexual abuse is self-protection training program. This program lead to equip children with knowledge to identify patterns of sexual abuse and how to deal with them. This program also primarily aimed at every child who is vulnerable to becoming a victim of sexual abuse. That is why a special appropriate strategy for the prevention of child sexual abuse is required for children. In the future, every child will get information on the prevention of sexual abuse more accurately based on the their stage of development.

Keywords: *Child sexual abuse, Social problem, Preventing child sexual abuse, Child developmental stages, Child's knowledge*

INTRODUCTION

The rising of various cases of child sexual abuse in Indonesia are surprisingly. General Secretary of Komnas Perlindungan Anak Indonesia/ KPAI (Indonesian National Commission of Child Protection), Rita Pranawati through his press release revealed, when compared the cases with the year 2013, the number of 2014 increases until 100%. "The highest number of girls and the average came from the lower economic classes, as well as the trigger, judging by the age classification of 3,023 cases, 1,291 cases (45%) occurred in children ages 13 to 17, Up to 12 years as many as 757 cases (26%), and ages 0 to 5 years as many as 849 cases or 29% Komnas PA encourages the government to be more massive in strengthening the role of families, communities and government agencies in the effort to protect and fulfill the right to child (KPAI Komisi Perlindungan Anak Indonesia, et 4). Child sexual abuse can happen anytime, anywhere and by anyone. The results of research show that the place of child sexual abuse occurs not only in quiet places, even at home, as well as in the school where the child is studying (Akbari et al., 2013; Suyanto et al., 2000). Children who are victims of sexual abuse are not only traumatized physically, psychologically or mentally, and can even end up with dead. Various psychological and social impacts make victims of child sexual abuse becoming difficult to recover from the trauma. Psychological impacts include mental trauma, fear, shame, anxiety, even suicidal attempts or real suicide.

Social impacts such as blaming the victim from surrounding communities are research by, fears of involvement in relationships and so forth (Nevid et al., 2005a; Paramastri et al., obero; Sadovaya et al., 2016). The negative psychosocial effects of child sexual abuse often persist into adulthood (Erooga and Masson, 2006). If rape victims are children then the chances of them recovering will be even more difficult.

Several long time effects have been documented by some researchers as the effect of child sexual abuse (CSA) may lead to anxiety, aggressive behavior, paranoia, post-traumatic stress disorder (PTSD) (Kliegman et al., 2007; Lobão and Pereira, 2016), depression, increased suicide attempts, disassociative disorders, low self-esteem (Stander et al., 2002), hypersexuality, drug abuse, damage and pain in genital organs, deviant sexual behavior, fear of a person or place, sleep disorders, aggressive behavior, eating disorders, anxiety, withdrawal, somatization, decreased performance in school, emergence of severe mental damage, and an increasing number of rape repeated cases of child sexual abuse victims (Van,

2001). In fact, according to these researchers, victims of child sexual abuse who were not adequately handled could potentially become the perpetrators of sexual abuse later on (Davison, 1993a; Wenar).

Children are often subjected to sexual abuse because they often lack adequate knowledge of sexual abuse and how to avoid it. This ignorance is due to a lack of information that children gain about the dangers of sexual abuse, so they are less aware of the dangers that threaten themselves (Iraivani et al., 2015; Khosianah and Suminar, 2004). Usually, when a child experiences sexual abuse usually they are under threat and the pressure of the perpetrator not to tell the others (Nevid et al., 2005b).

Research on the detention of adult perpetrators, indicates that child sexual abuse begins with the selection of vulnerability and availability of victims, innocent physical contact and persuasion through gifts and attention. This child's knowledge gap makes them becoming an easy targets for perpetrators of sexual abuse. In pre-school age children are more vulnerable because of their limited cognitive and physical abilities because the stage of development of age still has not reached maturity like an adults (Paramastri et al., oberb).

Not all parents have knowledge about the prevention of child sexual abuse. Studies in Malang, shows that out of 45 population samples from a total population of 82 people, only 20 people (about 44%), have a good knowledge of the prevention of sexual abuse (Pertwi et al., 2017a). Parents are usually reluctant to discuss the issue of preventing child sexual abuse especially in their pre-school children. This is because the opinion that talking about sexuality is taboo, especially with their pre-school age children.

DEFINITION OF CHILD SEXUAL ABUSE

Child sexual abuse is one form of child maltreatment other than physical abuse, physical neglect, emotional neglect, and psychological (Ferara, 2002a,b; Zhatkin, 2018). According to Wolfe (1990), child sexual abuse generally refers to some physical contact such as penetration, oral sex-in fellatio, cunnilingus or anilingus (Davison, 1993b). What also includes child sexual abuse is child exhibitionism and pornography, which may not involve actual sexual activity between adults and children but has already begun to lead to sexual harassment.

CHILD DEVELOPMENT STAGES

Child sexual abuse can occur in anyone especially the children, from children under-fives to children who start entering adolescence. As a preventive measure, it is necessary to provide a training program on protection from which should be adapted to the stages of child development. Childhood is divided into two different periods which is early childhood, for the beginning stage, and end of childhood, for the end of childhood stage. The initial period lasts from the age of two to six years and the final period of six to the time the child matures sexually (Hurlock, 2002). There are some psychological characteristics of children in childhood that is:

Freud's Psychosexual Development

In the classification of Freud, the early phases of childhood included in Phase Anal (age 3) and the phallic stage (age 4-5 years) (Ferara, 2002c; Turner, 1990). At the anal stage, the pleasure center is centered on the anus. This is a great time to teach toilet training to children, a process to teach children when, where, and how to defecate a reasonable and acceptable social environment. This exercise makes the child trained to exclude or hold (control). Children learn how to control themselves when faced with defecation situations. At the Phallic stage children usually start exploring their bodies. This is the beginning of the child to masturbate, where children experience the pleasure when touching the genitals themselves.

Final phase of childhood according to Freud includes the stage of latency (age 6-11 years) and genital stage (12 years) (Santrock, 2012). This stage is the stage to learn, adjust to the environment outside the home, absorb culture, the formation of beliefs and values, same-sex friendship, and engage in sports activities. During this stage there is not much sexual arousal. Sexual turmoil begins to appear at the age of puberty. The next stage is the genital stage. At this stage began to appear the desire to masturbate and relate to the opposite sex (Ferara, 2002d).

Piaget Cognitive Development

According to Piaget early childhood that is 2-7 year old child included in the period of pre-operative cognitive development. This stage begins with a process of systematic language mastery, symbolic play, imitation (indirect), and mental shadow.

All these processes show that the child is capable of performing symbolic behavior.

The end of childhood according to Piaget is categorized into concrete operational cognitive development. Children's concrete operational thinking is less egocentric. It is characterized by a large concentration, meaning the child is able to pay attention to more than one dimension at a time and also connect these dimensions to one another. The things above need to be considered in preparing the child's learning process. Appropriate learning process needs to be adjusted to the level of cognitive abilities of children, in this case the phases of cognitive development of operational and operational concrete [Davison](#) (1993c).

Physical Development

Physical growth during early childhood is slow compared with the growth rate of infancy. Early childhood is a relatively balanced growth period between height and weight ([Paramastri et al., oberc](#)). At the beginning of the school year, so about 6 years, the legs and arms become longer, the chest and the pelvis larger. There are virtually no significant physical differences in sex differences. Generally there is a fixed relationship in bone and tissue development (Monks et al., 2001).

During the last year or two of the end of childhood phase there is a prominent physical change and this can also lead to a change in attitudes, values and behaviors by the end of this period and the child preparing physically and psychologically readiness to enter adolescence stage. Physical changes that occur before the end of childhood lead to a state of imbalance in which the accustomed life patterns become disrupted and the child is disturbed for a while until the adjustment is made to this change [Paramastri et al. \(oberd\)](#).

Erikson Psychosocial Development

In the classification of Psychosocial Theory by Erikson Stage Development Theory, early childhood phases included in the psychosocial phase of autonomy vs. shame and doubt are the independent feelings of shy and hesitant feelings. Recognition, praise, attention, and encouragement will lead to feelings of self-confidence, and strengthen the ego. When the opposite happens, there will be feelings of doubt. Both parents are the closest object to the child. In the psychosocial phase of initiative vs. guilt, if it an earlier stage of development the child develops a feeling of self-confidence and independence, then he will dare to take the initiative, namely the feeling of freedom to do everything on his own free will. Guilt will arise if in the previous stage he develops feelings of doubt. He does not dare to do anything on his own free will ([Davison, 1993d](#)). According to Erikson, children who are in the final phase of childhood are included in the psychosocial development phase of the industry vs. inferiority. Conflict encountered in this phase is the desire to create something against feelings of inferiority. If at this stage a child can achieve and succeed in completing the tasks in school then it will emerge a feeling capable of contributing to personal adjustment and social acceptance. Children who are unable to show any achievement at this stage are likely to become inferior and feel inferiority ([Davison, 1993e](#)).

PREVENTION OF CHILD SEXUAL ABUSE STRATEGY

One way to reduce the prevalence of cases of child sexual abuse is to engage in sexual abuse prevention programs. Most existing prevention programs have a goal to teach some key concepts and skills in children to avoid sexual abuse. Some of the most important key concepts for children to learn according to Daro (1991) ([Pertwi et al., 2017b](#); [Wenar, 1994](#)) are:

- 1) The child understands his own body and can control access to it;
- 2) The existence of a series of material on polite and disrespectful touches;
- 3) The child recognizes inappropriate adult behavior;
- 4) Against persuasion;
- 5) Leave the situation as soon as possible;
- 6) Report the incident to the right adult;
- 7) Trusting an adult to report after a strange or unpleasant experience.

Prevention programs conducted for children usually aim to equip some key concepts and train some skills in children about how to prevent sexual abuse. This program is one of the efforts to respond to the high number of child sexual abuse and to prevent short-term and long-term disturbances such as those occurring in child victims of sexual abuse. This training is one of the efforts so that the child can increase self awareness and knowledge about self-safety rules and able to do self-defense in emergency situation when there are no adult is believed to be around. ([Hartatik, R. \(2000\)](#))

Some strategies that can be taught to the children as a self-protection to avoid child sexual abuse, include: a) Be careful with strangers, and not receive any gifts from them; b) Immediately get out or run from dangerous situations; c) Equip their self with a variety of self-protection skills; d) No sleeping one bed with the opposite sex.; e) Teach the children that everyone has the right to security and has the right to keep their own salvation too; f) Do not consider the secret of something that is not properly kept secret.; g) Taught the child to say all the things that have happened to them and makes the child believe that whatever they says they will not be blamed; h) Get used to memorizing the names of parents, parent workplace, address and phone number, to make it easier if at any time they want to contact them ([Hartatik, 2000](#)).

Table 1 : Summary of Preventing Child Sexual Abuse for Preschool Age Children (Age 3-5 Years Old)

Table 1.1: Age : 3 Years Old

1	Age	3 Years Old
2	Stage Development, Child Development, and Ability	<p>A. 1. Stage Development : <i>Anal Phase</i> 2. Child Development: Sexual Development (According <i>Freud's Psychosexual Theory of Development</i>). 3. Ability : Center of pleasure on this sexual development stage are on the anus. The right time to begin toilet training and controlling them selves.</p> <p>B. 1. Stage Development : <i>Autonomy vs Shame and Doubt</i> 2. Child Development : Psychosocial Development (According to <i>Erik Erikson's Psychosocial Theory of Development</i>). 3. Ability : Children are given a personal responsibility (such as, a dressing, an eating, and a bathing by them selves) by their parents. It is an opportunity for the children to becoming an independent child. When they are dressing or bathing by them selves, the parents can teach the children how to cover and protect their vital body parts.</p> <p>C. 1. Stage Development : <i>Preoperational</i> 2. Child Development : Cognitive Development (According to <i>Piaget, Cognitive Theory of Development</i>). 3. Ability : Egocentric way of thinking.</p> <p>D. 1. Stage Development : None 2. Child Development : Physical Development 3. Ability : Physical growth tends to be proportional between height and weight.</p>
3	Prevention Effort Toward Child Sexual Abuse	<p>Parents:</p> <ul style="list-style-type: none"> - Provide information to the children about their vital body part that should be personally protected as they perform toilet training. - Parent teach children to be cautious of the person giving the gift of certain conditions. <p>Teacher</p> <ul style="list-style-type: none"> - Generally at this age the child has not attended to school, or may maybe if they are going to school, they are not going to school on everyday, so the role of the teacher still has no significant effect.
4	Method	<ul style="list-style-type: none"> - Discussion - Puppet Story - Pretend Play, how to act when dealing with a gift giving person accompanied by threats. - Video
5	Media	<ul style="list-style-type: none"> - Boy and girl dolls in naked or in swim suits. - Pictorial Pictures or Picture books depicting dangerous situations. - Illustrating story a dangerous situation, example at home, at school, or any silent places.
6	Time	<ul style="list-style-type: none"> - At times, for example when the child are bathing or changing their clothes, it is time to inform the child about the vital parts of his body and the reasons why it should be protected. It should be noted about the attention and concentration of the child.

Table 1.2: Age : 4-5 Years Old

1	Age	4-5 Years Old
2	Stage Development, Child Development, and Ability	<p>A. 1. Stage Development : <i>Phallic Phase</i> 2. Child Development : Sexual Development (According <i>Freud's Psychosexual Theory of Development</i>). 3. Ability : Usually the child in this phase began to masturbate in the form of a touch on their own genitals. This is one way of exploring his own genitals and the introduction of his gender and gender of the opposite sex. The moment is most important <i>psychosexual</i> indevelopment because the child forms an interest with an opposite parent.</p> <p>B. 1. Stage Development : <i>Autonomy vs Shame and Doubt</i> 2. Child Development : Psychosocial Development (According to <i>Erik Erikson's Psychosocial Theory of Development</i>). 3. Ability : Children are given a personal responsibility (a dressing, an eating, and a bathing by them selves) by their parents. It is an opportunity for the children to becoming an independent child. When they are dressing or bathing by them selves, the parents can teach the children how to cover and protect their vital body parts.</p> <p>C. 1. Stage Development : <i>Preoperational</i> 2. Child Development : Cognitive Development (According to <i>Piaget, Cognitive Theory of Development</i>). 3. Ability : Egocentric way of thinking.</p> <p>D. 1. Stage Development : None 2. Child Development : Physical Development 3. Ability : Physical growth tends to be proportional between height and weight.</p>
3	Prevention Effort Toward Child Sexual Abuse	<p>Parents :</p> <ul style="list-style-type: none"> - Parents teach children to recognize their vital body parts and their functions, also taught in their children the differences between men and women and the difference on their vital body parts; - Parents can teach the child to be careful with the person giving the gift on certain conditions. They can immediately refuse or reject, if someone begin threatens him / her. Teach the child to immediately yell and ask for help as soon as possible <p>Teacher:</p> <ul style="list-style-type: none"> - Teacher gives a message to the child to be careful and immediately refuse if anyone wants to touch his private parts. - On preschool children, the role of parents is enormous. Therefore, it is better to provide intensive training for the children is the parents. Teachers only accompany for parents and as a facilitator to explain the concepts of prevention of sexual abuse to the children.
4	Method	<ul style="list-style-type: none"> - Discussion - Puppet Story - Pretend Play, how to act when dealing with a gift giving person accompanied by threats. - Video
5	Media	<ul style="list-style-type: none"> - Boy and girl dolls in naked or in swim suits. - Pictorial Pictures or Picture books depicting dangerous situations. - Illustrating story a dangerous situation, example at home, at school, or any silent places.
6	Time	<ul style="list-style-type: none"> - At times, for example when the child are bathing or changing their clothes, it is time to inform the child about the vital parts of his body and the reasons why it should be protected. It should be noted about the attention and concentration of the child.

Table 2 : Summary of Preventing Child Sexual Abuse for School Age Children (Age 6-12 Years Old)

Table 2.1: Age : 6-7 Years Old

1	Age	6-7 Years Old
2	Stage Development, Child Development, and Ability	<p>A. 1. Stage Development : <i>Latency Phase</i> 2. Child Development : Sexual Development (According <i>Freud's Psychosexual Theory of Development</i>). 3. Ability : It is time to study, adapt to their environment outside the home, absorb the surrounding culture, the formation of beliefs and values, same sex friendship and more involved in sports activities</p> <p>B. 1. Stage Development : <i>Industry vs Inferiority</i> 2. Child Development : Psychosocial Development (According to <i>Erik Erikson's Psychosocial Theory of Development</i>). 3. Ability : Children begin to engage in a wider environment outside the home. When the opportunity is given and used to the child then the child will grow well, competent and confident in their own ability..</p> <p>C. 1. Stage Development : <i>Pre Operational</i> 2. Child Development : Cognitive Development (According to <i>Piaget, Cognitive Theory of Development</i>. 3. Ability : Way of thinking tends to egocentric without considering other important aspect.</p> <p>D. 1. Stage Development : None 2. Child Development : Physical Development 3. Ability : Physical growth tends to be proportional between height and weight. At 6 (six) years old, the legs and arms become longer, the chest and the pelvis larger</p>
3	Prevention Effort Toward Child Sexual Abuse	<p>Teachers and parents can teach more complex material including :</p> <ol style="list-style-type: none"> 1. Introduction of vital body parts 2. Recognize the types of touches that are polite and disrespectful. 3. Identify one or more the features characteristic of a dangerous situations. 4. Teach some resistance techniques if faced with a dangerous situation. Example: If someone threaten him or her, ask the child to immediately yell and ask for help as soon as possible. <p>Teachers and parents can work together, supervise their children and increasing a sensitivity to their children. Therefore if there are a striking changes in their child, they can immediately response as soon as possible.</p>
4	Method	<ul style="list-style-type: none"> - Discussion - Puppet Story - Pretend Play, how to act when dealing with a gift giving person accompanied by threats. - Video
5	Media	<ul style="list-style-type: none"> - Visual body pictures and body shapes from time to time according to the stage of development stories about a dangerous situations and what will they do if they are in such situation. - Video about a child sexual abuse.
6	Time	<ul style="list-style-type: none"> - Integrated self-protecting training by allocating special times outside school hours, or incorporated into the school curriculum on a regular basis, is typically given up to a maximum of approximately 3 hours, either in a single meeting or multiple meeting. - A written evaluation maybe performed thereafter to measure the effectiveness of self-protected training programs, to avoid a child sexual abuse.

Table 2.2: Age : 8-11 Years Old

1	Age	8-11 Years Old
2	Stage Development, Child Development, and Ability	<p>A. 1. Stage Development : <i>Latency Phase</i> 2. Child Development : Sexual Development (According <i>Freud's Psychosexual Theory of Development</i>). 3. 3. Ability : It is time to study, adapt to their environment outside the home, absorb the surrounding culture, the formation of beliefs and values, same sex friendship and more involved in sports activities</p> <p>B. 1. Stage Development : <i>Industry vs Inferiority</i> 2. Child Development : Psychosocial Development (According to <i>Erik Erikson's Psychosocial Theory of Development</i>. 3. Ability : Children begin to engage in a wider environment outside the home. When the opportunity is given and used to the child then the child will grow well, competent and confident in their own ability..</p> <p>C. 1. Stage Development : <i>Concrete Operational</i> 2. Child Development : Cognitive Development (According to <i>Piaget, Cognitive Theory of Development</i>. 3. Ability : The child can see a problem from several side at the same time.</p> <p>D. 1. Stage Development : None 2. Child Development : Physical Development 3. Ability : Pre Puberty Period. The children begin to appear secondary sexual signs due to entering the pre-puberty stage.</p>
3	Prevention Effort Toward Child Sexual Abuse	<p>Teachers and parents can teach more complex material including :</p> <ol style="list-style-type: none"> 1. Introduction of vital body parts 2. Recognize the types of touches that are polite and disrespectful. 3. Identify one or more the features characteristic of a dangerous situations. 4. Teach some resistance techniques if faced with a dangerous situation. Example: If someone threaten him or her, ask the child to immediately yell and ask for help as soon as possible. <p>Teachers and parents can work together, supervise their children and increasing a sensitivity to their children. Therefore if there are a striking changes in their child, they can immediately response as soon as possible.</p>
4	Method	<ul style="list-style-type: none"> - Discussion - Puppet Story - Pretend Play, how to act when dealing with a gift giving person accompanied by threats. - Video
5	Media	<ul style="list-style-type: none"> - Visual body pictures and body shapes from time to time according to the stage of development stories about a dangerous situations and what will they do if they are in such situation. - Video about a child sexual abuse.
6	Time	<ul style="list-style-type: none"> - Integrated self-protecting training by allocating special times outside school hours, or incorporated into the school curriculum on a regular basis, is typically given up to a maximum of approximately 3 hours, either in a single meeting or multiple meeting. - A written evaluation maybe performed thereafter to measure the effectiveness of self-protected training programs, to avoid a child sexual abuse.

Table 2.3 Age : 12 Years Old

1	Age	12 Years Old
2	Stage Development, Child Development, and Ability	<p>A. 1. Stage Development : <i>Genital Phase</i> 2. Child Development : Sexual Development (According <i>Freud's Psychosexual Theory of Development</i>). 3. Ability : At the age of the 12 year, the child entered the genital phase, which begin to puberty period. At this time they will have started attracted by the opposite sex due to their sexual maturity. They also began to attract to the opposite sex following their hormonal changing.</p> <p>B. 1. Stage Development : <i>Identity vs Role Confusion</i> 2. Child Development : Psychosocial Development (According to <i>Erik Erikson's Psychosocial Theory of Development</i>). 3. Ability : Children who start entering adolescence begin to look for personal identity. Peer influence is very strong at this time. If the child is able to pass this time well, then they will grow as a child with a strong believes and not easily influence by the opinion from the others.</p> <p>C. 1. Stage Development : <i>Operational Formal</i> 2. Child Development : Cognitive Development (According to <i>Piaget, Cognitive Theory of Development</i>). 3. Ability : The children has begun to think about something, not only concretely but also abstractly. Problem solving by the children in this phase is more systematic.</p> <p>D. 1. Stage Development : None 2. Child Development : Physical Development 3. Ability : At this time, the child begins to enter puberty period and undergoes changes in his body. In girls experience a menstruation, and in boys have a wet dreams. Body changes change every quickly, height and weight increase rapidly.</p>
3	Prevention Effort Toward Child Sexual Abuse	<p>Teachers and parents can teach more complex material including :</p> <ol style="list-style-type: none"> 1. Introduction of vital body parts 2. Recognize the types of touches that are polite and disrespectful. 3. Identify one or more the features characteristic of a dangerous situations. 4. Teach some resistance techniques if faced with a dangerous situation. Example : If Someone threaten him or her, ask the child to immediately yell and ask for help as soon as possible. <p>Teachers or parents can discuss together with the children who will start puberty about the physical changes they are experiencing and the consequences of such physical change.</p> <p>Teachers and parents can work together, supervise their children and increasing a sensitivity to their children. Therefore if there are a striking changes in their child, they can immediately response as soon as possible.</p>
4	Method	<ul style="list-style-type: none"> - Discussion - Puppet Story - Pretend Play, how to act when dealing with a gift giving person accompanied by threats. - Video
5	Media	<ul style="list-style-type: none"> - Visual body images and their changes. - Visuals of body images and their changes, - Stories about dangerous situations and what will they do if they are in such a dangerous situation.
6	Time	<ul style="list-style-type: none"> - Integrated self-protecting training by allocating special times outside school hours, or

		<p>incorporated into the school curriculum on a regular basis, is typically given up to a maximum of approximately 3 hours, either in a single meeting or multiple meeting.</p> <ul style="list-style-type: none"> - The implementation of the material must be continuous so that between one material with others material does not seem to stand alone. - A written evaluation maybe performed thereafter to measure the effectiveness of self-protected training programs, to avoid a child sexual abuse.
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RESULTS AND DISCUSSION

The number of child sexual abuse cases are increases from year to year. Child sexual abuse creates a negative psychological impact for the victim and will persist for long periods of time. To avoid this, a precaution should be taken to ensure that child sexual abuse cases do not happen again in the future.

Self-protection training is an alternative to prevent child sexual abuse. In this self-protection training, the child will be given various knowledge about the name of the body part to be protected, how to distinguish the polite and impolite touches, the way of identifying dangerous situations, and the ability to take actions to protect himself in dangerous situations. Prevention strategies can be done by anyone such as parents and teachers. The approach that can be done can be by using the method of discussion, play and story appropriate to the stage of child development. This study limits the prevention strategy of sexual abuse in children there are two kinds, which is:

Prevention Strategies For Pre-School Children (3-5 years)

At the age of 3 years according to the stage of psychosexual development, the child enters the anal stage where the child begins to learn toilet training and controlling by themself.

At the age of 4 and 5 years, the child enters the Phallic stage and it is at this stage that the child usually explores himself and forms interest in the opposite parent. In boys is called Oedipus Complex and in girls is called Electra Complex. At the psychosocial stage of Erikson, at the age of 3 years, the child enters the stage of autonomy vs shame and doubt. At this stage the child begins to be given personal responsibility, and is an opportunity for children to becoming an independent.

At the age of 4 and 5 years the child enters the stage of initiative versus guilt psychosocial development. At this stage the child is given the opportunity to understand the need of the others. If not, the child will feel guilty and not develop self-esteem. Based on the stage of cognitive development, pre-school age children are at the pre-operational stage, meaning that thinking tends to be egocentric without regard to other important aspects. Physical development of pre-school age children tends to be proportional between height and weight.

In accordance with the stage of child development, the prevention strategies of sexual abuse in children are as follows: 1) Since the child enters the initial and phallic stages of psychosexual development the strategy which is teach to the child is to recognize the vital parts of his body as they perform toilet training. In children entering the phallic stage, the stage in which the child begins to form an interest in a similar parent and experiences satisfaction while exploring personal body parts, the strategy that can be taught in children is to begin teaching the differences between men and women and the difference in their vital body parts; 2) In children entering autonomy vs. shame and doubt stage it is time to teach personal responsibility for them, such as self-dressing and bathing themselves. When you dress or bathe yourself, parents can teach children the need to cover their vital parts. In children who enter the initiative vs guilt development stage, the child is given the opportunity to understand the needs of others. At this stage the parents are assisted by the teacher can give a message to the child to be careful with the person giving the gift with certain conditions. If anyone does that then the child must reject it; 3) In the developmental stage of cognition because the child enters a pre-operational stage, we can teach the vital body parts through his own body example. In addition, there are some media that can be used to train children such as male and female dolls, pictorial pictures or picture books depicting dangerous situations; 4) In addition, since the child is entering a period of play, parents can teach through pretending to play how to act when dealing with a gift-giving person accompanied by threats. In pre-school children, the role of parents is enormous. Therefore, it is better to provide intensive training is the parent. Teachers only as accompaniment for parents and as a facilitator to explain the concepts of prevention of sexual abuse in children. For more details, a summary of the sexual abuse prevention strategy can be seen through the following table on Table ?? .

Prevention Strategies For School Children (6-12 years)

At the age of 6 - 11 years according to the stage of psychosexual development, the child enters a latency stage whereat present it is time to study and adapt to the environment outside the home, absorb culture, the formation of beliefs and values, same-sex friendship, and more engage in sports activities. At the age of 12 years the child entered the genital stage, which at this time will have started attracted by the opposite sex due to sexual maturity.

At the stage of psychosocial development Erikson, at the age of 6 11 years, children enter the stage industry vs inferiority. Children begin to engage in a wider environment outside the home. When the opportunity is given and used then the child will grow well, competent, and full of confidence in their ability. They will also proudly show others. When this stage is delayed, the child will grow into a passive person and not confident with his ability, always feel inferior when faced with others.

Based on the stage of cognitive development, school aged children are in the pre-operational (6 - 7 years) and formal operational phase. Pre-operational, meaning that way of thinking tends to egocentric without considering other important aspect. Formal operational stage means the child can see a problem from several sides at the same time. Physical development of school-aged children at 6 to 7 years tends to be proportionate between height and weight, but by the age of 8 - 11 years children begin to appear secondary sexual signs due to entering the pre-puberty stage.

In accordance with the stage of development of school-aged children, the prevention strategy of child sexual abuse is as follows: 1) As the child enters the latency and genital stages of psychosexual development as well as the industry stage vs. inferiority and the stage of identity vs. confusion the strategies taught in children can be more complex, such as: a) Introduction of vital body parts; b). Recognize the kind of touches that are polite and disrespectful; c). Identify dangerous situations; d). Teaches some resistance techniques if faced with a dangerous situation. This material can be delivered through a special training conducted outside of school hours. Implementation of the material must be continuous and continuous so that between one material with other material does not seem to stand alone. In children entering adolescence, teachers and parents can discuss together with the children who entering puberty period about their physical changes and the consequences of such physical changes; 2) The media used in children who are still at the concrete operational stage are visuals of body images and their changes and stories about dangerous situations and what they will do if they are in such situations; 3) Since the child is getting older then teachers and parents also need to teach how to act when dealing with the person giving the gift accompanied by the threat; 4) Teachers and parents can work together to supervise their children and increase sensitivity to children so be immediately responsive if there are striking changes in their child.

CONCLUSIONS

The gap between the child's knowledge of how to protect himself from the threat of sexual abuse with the increasing number of cases of child sexual abuse in recent years has led to the need to establish a program of preventing child sexual abuse. Sometimes, talking about this topic is more often avoided because it involves a sensitive issue, the sexually issue. The adults are often not used to talking about how to prevent sexual abuse because of confused ways of delivery. That is why a special appropriate strategy for the prevention of child sexual abuse is required for children. One of the strategies of preventing child sexual abuse is a self-protection training program. This program is primarily aimed at every child who is vulnerable to becoming a victim of sexual abuse.

Self-protection training is one alternative to prevent child sexual abuse. In this self-protection training the child will be given various knowledge about the names of the parts of their body that must be protected, how to distinguish the polite and impolite touches, how to identify dangerous situations, and what actions to take in the situation.

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